

Part B State Performance Plan (SPP) for 2005-2010**Overview of the State Performance Plan Development:**

The SPP subgroup for Indicator 14 consisted of select members of our ongoing State Transition Council. This subgroup met on two occasions to guide the development of this State Performance Plan. The larger body of the State Transition Council including students with disabilities; representatives from our state parent training and information center; special education coordinators, community and adult agency personnel; community college representatives, vocational school representatives and the state transition coordinator will provide on-going support as the SPP is implemented and the subsequent APRs are developed.

Monitoring Priority: Effective General Supervision Part B / Effective Transition

Indicator 14: Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

Measurement:

Percent = # of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school divided by # of youth assessed who had IEPs and are no longer in secondary school times 100.

Overview of Issue/Description of System or Process:**Definitions**

Exiters are defined to include those students with disabilities who had individualized education programs (IEPs) and who completed the high school program with any diploma or certificate of completion (i.e., Regents or local diploma, IEP diploma, high school equivalency diploma), who completed school by reaching the maximum age to attend special education or those dropping out during the academic year being reviewed.

Employment is defined as competitive employment in the civilian labor market where individuals are earning at least minimum wage or the commensurate wage for specific occupations, either full- or part-time, for any length of time during the year since leaving high school. It does not include military service. Part-time employment is defined as less than 35 hours per week.

Post secondary school enrollment is defined as full-time or part-time participation in a two- or four-year college program, vocational or technical education beyond high school, adult basic education or participation in adult rehabilitation service day programs^[1] for severely disabled persons. Part-time is defined differently depending on the standard for the post secondary school program. For colleges, part-time course loads typically are defined as less than 9 credit hours per semester. Each person interviewed responds based on their understanding of what constitutes full- or part-time for the institution or program they are attending. Interviewers are trained to provide guidance if requested or needed.

[1] See footnote 1.

[1] Day program alternatives are adult rehabilitation service programs designed for persons with the most severe disabilities who cannot successfully compete in the competitive labor market or matriculate in traditional postsecondary education settings even with extensive support. Services provided in these day program alternatives typically involve provision of developmental therapies to improve daily living, independent living, and social skills and to provide prevocational training. Placement in these settings is not necessarily an end-placement. As individuals acquire more skills and new systems for providing support evolve, participants may transition full- or part-time into other more integrated settings, including supported employment or supported postsecondary education models. Inclusion of this outcome in NYS's definition of postsecondary school was highly recommended by the CAP to assure that students with the most severe disabilities are included in New York State's transition services.

Indicator 14 is a new requirement for the state performance plan. When creating the State Performance Plan for Indicator 13, DCPS decided that sampling would be appropriate due to the large number of reported students who exited the DCPS system. After careful review of the exit report, the State Transition Office concluded that the exiters included in the report for 2005-2006 included students who transferred/moved and students who were deceased. When these categories were deducted from the total, the numbers decreased drastically. DCPS concluded that sampling would not be appropriate.

SURVEY

District of Columbia Post-School Survey (PSS)	
POST-SCHOOL SURVEY (PSS) EMPLOYMENT SECTION	
1. Right now are you working? (CHECK ONE OPTION)	
<input type="checkbox"/> NO, GO TO QUESTION # 5 (1)	
<input type="checkbox"/> YES, GO TO QUESTIONS #2, #3, and #4 – IF MORE THAN 1 JOB, ANSWER FOR JOB WITH THE MOST HOURS/WEEK (2)	
<input type="checkbox"/> No Answer (99)	
2. Where is the job? – (CHECK ONE OPTION)	
<input type="checkbox"/> in an integrated competitive employment setting (1)	
<input type="checkbox"/> in your home (2)	
<input type="checkbox"/> in the military (3)	
<input type="checkbox"/> in a jail or prison (4)	
<input type="checkbox"/> in sheltered employment (where most workers have disabilities) (5)	
<input type="checkbox"/> in supported employment (paid work in a community with support services) (6)	
<input type="checkbox"/> other (Specify) _____ (88)	
<input type="checkbox"/> (99) No Answer	
3. Are you usually paid at least minimum hourly wage?	
<input type="checkbox"/> NO (1)	
<input type="checkbox"/> YES (2)	
<input type="checkbox"/> No Answer (99)	
4. Do you usually work 35 or more hours per week?	
<input type="checkbox"/> NO (1)	
<input type="checkbox"/> YES (2)	
<input type="checkbox"/> No Answer (99)	

GO TO POSTSECONDARY SCHOOL SECTION

5. At any time since leaving high school, *have you ever* worked?

- ☐ NO, GO TO POSTSECONDARY SCHOOL SECTION (1)
- ☐ YES, GO TO QUESTIONS #6, #7, #8 (2)
- ☐ (99) No Answer (99)

6. Describe the job—if more than one job, describe the one held the longest—(*CHECK ONE OPTION*)

- ☐ in an integrated competitive employment setting (1)
- ☐ in your home (2)
- ☐ in the military (3)
- ☐ in a jail or prison (4)
- ☐ in sheltered employment (where most workers have disabilities) (5)
- ☐ in supported employment (paid work in a community with support services) (6)
- ☐ other (Specify) _____ (88)
- ☐ No Answer (99)

7. Were you usually paid at least minimum hourly wage?

- ☐ NO (1)
- ☐ YES (2)
- ☐ No Answer (99)

8. Did you usually work 35 or more hours per week?

- ☐ NO (1)
- ☐ YES (2)
- ☐ No Answer (99)

8. Did you usually work 35 or more hours per week?

- ☐ NO (1)
- ☐ YES (2)
- ☐ No Answer (99)

POSTSECONDARY SCHOOL SECTION

9. *Right now*, are you enrolled in any type of school, training, or education program?

- ☐ NO, GO TO QUESTION #12
- ☐ (2) YES, GO TO QUESTION #10 & #11
- ☐ (99) No Answer

10. Describe the kind of school or training program (*CHECK ONE OPTION*)

- ☐ High school completion document or certificate (e.g., Adult Basic Education, GED) (1)
- ☐ Short-term education or employment training program (e.g., WIA, Job Corps, etc.) (2)
- ☐ Vocational Technical School—less than a 2-year program (3)
- ☐ Community or Technical College (e.g., 2-year college) (4)
- ☐ College/University (e.g., 4-year college) (5)
- ☐ Enrolled in studies while incarcerated (6)
- ☐ Other (88) (Specify): _____
- ☐ No Answer (99)

11. Are you enrolled full-time?

- ☐ NO
- ☐ (2) YES
- ☐ (99) No Answer

12. At any time since leaving high school, *have you ever* been enrolled in any type of school, training, or education

program (if more than one, describe the program enrolled in the longest)?

- ☐ NO, DATA COLLECTION COMPLETED
- ☐ (2) YES, GO TO QUESTION #13 AND #14
- ☐ (99) No Answer

13. Describe the kind of school or training program (*CHECK ONE OPTION*)

- ☐ High school completion document or certificate (Adult Basic Education, GED) (1)
- ☐ Short-term education or employment training program (WIA, Job Corps, etc.) (2)
- ☐ Vocational Technical School—less than a 2-year program (3)
- ☐ Community or Technical College (2-year college) (4)
- ☐ College/University (4-year college) (5)
- ☐ Enrolled in studies while incarcerated (6)
- ☐ Other (88) (Specify): _____
- ☐ No Answer (99)

14. Were you enrolled full-time?

- ☐ NO
- ☐ (2) YES
- ☐ (99) No Answer

INDEPENDENT LIVING SECTION

15. Where does the student reside now?

- ☐ living at home,
- ☐ lives on his/her own
- ☐ resides in group home facility
- ☐ Incarcerated

Baseline Data for FFY 2004 (2004-2005):

56% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school

Discussion of Baseline Data:

The **Potsdam Institute of Applied Research** (PIAR) is a university-based research institute with the mission of helping communities, schools and agencies with data, evaluation, survey, and reporting needs. PIAR is working on local, regional and statewide projects to meet this mission.

The Potsdam Institute for Applied Research was established in April of 2001 on the SUNY Potsdam Campus to formalize and strengthen the professional partnership between SUNY Potsdam, and the St. Lawrence-Lewis BOCES.

PIAR and its staff have conducted numerous research projects. Of particular relevance for this RFP is the experience the Potsdam Institute for Applied Research has with the New York State Longitudinal Post School Indicators Survey Project (PSI). This is a longitudinal study of students with disabilities, funded by the New York State Education Department. This project studies the transition of two samples of New York State students with disabilities in the five years immediately following completion of high school. The PSI project utilizes self-administered questionnaires and phone interviews to gather data directly from students and their parents.

Additionally, the PSI staff work with over 150 school districts to collect student record data on the student subjects. Much of this data is collected over the Internet using web-based instruments designed and technically supported by the PSI staff. Interviews were conducted by PIAR using a modified form of the National Post-School Outcomes Center Post-School Data Collection Protocol. Call Center hours included early morning through evening hours, seven days per week, except holidays. English and Spanish-speaking interviewers were available. A maximum of 40 calls per former student were made, varied across time-of-day and day-of-week. Baseline data was used based on these results, DC census data, as well as indicator 13. DC SEA will continue to update the SPP/APR as data is received from Potsdam University in an effort to create accurate baseline data.

The District of Columbia State Performance Plan # 14 mail out survey was sent to 496 2005-06 public school exiters on Wednesday, January 30, 2008. The survey mailing included a cover letter written by the DC Office of the State Superintendent of Education explaining the purpose of the survey and signed by Margaret R. McLeod, Ed.D. The mailing included a self-addressed, stamped envelope so that the completed surveys would be returned to Potsdam Institute for Applied Research for data entry. The OSSE has provided a list of exiters from 2005-06 non-public schools that includes addresses for 77 students. The mail out survey to nonpublic school exiters will be mailed to those people on February 1, 2008. This mailing will also include the survey cover letter from the OSSE as well as a self-addressed stamped envelope to return the completed survey to PIAR.

FFY	Measurable and Rigorous Target
2005 (2005-2006)	<i>56% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.</i>
2006 (2006-2007)	<i>60% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.</i>
2007 (2007-2008)	<i>64% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.</i>
2008 (2008-2009)	<i>68% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.</i>
2009 (2009-2010)	<i>72% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.</i>
2010 (2010-2011)	<i>76% of students with disabilities will be competitively employed, enrolled in some type of postsecondary school, or both, within of one year of leaving high school.</i>

SPP Template – Part B (3)

District of Columbia
State

Improvement Activities	Timelines	Resources
Develop data collection system REVISION: Create a State data Collection System to adequately capture exit data.	Winter 2005	PIAR and DCPS, State Transition Office
PIAR will collaborate with State Transition Office to finalize the survey questionnaire, determine appropriate survey formats, and then develop the electronic data collection system to include as appropriate, phone and paper surveys. D.C.P.S. will provide translation into Spanish (and other languages as needed).	January-March 2007	PIAR and DCPS, State Transition Office
Letters mailed to all homes informing parents and students of the purpose of the telephone survey and the reporting requirements.	Feb 2007	PIAR and DCPS State Transition Office
Hire and train team of interviewers	February-September 2007	PIAR
Contact all students who exited school during previous school year (approximately 1000 students) by telephone and/or mail	April-September 2007	PIAR and State Transition Office
Analyze data and create report	September-December 2007	PIAR and State Transition Office
Submit completed report by December 15, 2007.	December 2007	State Transition Coordinator, State Transition Council
Report to the public the results	Annually	State Transition Office
Set 6 year and annual rigorous and measurable targets based on baseline data collected to date (to be submitted in the APR due Feb. 2008)	February 1, 2008	State Transition Coordinator, State Transition Team
Adjust data collection methods and training as needed to improve response rate	Annually in the winter-spring	State Transition Coordinator, PIAR, State Transition Team,
Review and adjust the rigorous and measurable targets annually; complete APR	By February of each year	State Transition Coordinator , State Transition Council
A training module on high quality transition planning and ways to engage students in the transition planning process to ensure students are involved in meaningful activities related to their transition to postsecondary life	Spring 2007	State Transition Coordinator/State Interagency Transition Council
Analyze data across indicators related to graduation (dropout, transition, parental involvement, suspensions and expulsions) to establish corollary relationships for focused monitoring	Summer 2008 and on-going	State Transition Council and OSSE Drop-Out Prevention Team

SPP Template – Part B (3)

District of Columbia
State

OSSE will examine transition-related activities and align them with the National Standards and Indicators for Secondary Education and Transition for program effectiveness. OSSE will disseminate standards after completion to interagency partners, Special Education Personnel, Directors of Special Education, and institutions of higher education.	Fall 2008 through Winter 2009	State Transition Coordinator/State Interagency Transition Council
Questions regarding participation meaningful programs will be included in the Post-School Outcome Survey for Indicator 14 in an effort to report the total number of students who participated in these programs and those who do not and if participation in these programs resulted in more positive post-school outcomes.	Fall 2008 through 2011	State Transition Office
Summer Transition Institute, including special educators and an interagency team members with the focus on graduation and drop-out prevention	Summer 2008 and on-going	State Transition Office
OSSE will continue to seek assistance from the national technical assistance providers such as NPSO, NDPC, NSTTAC, etc	On-going	State Transition Office

